LESSON MAKER PRO

Draft Link Lab

Build a shared guide readers can use.

HIGH SCHOOL · 9-10.W.6

9-10.W.6 "Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Write together in one shared digital document.
2. Test links before adding them. Do not invent sources.
3. Play a MOVE card only when you use it to help the draft.
4. Agree honestly. You may leave a difference open or keep a choice you can support.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and open a shared digital document.
2. Each player takes one ROLE card. With three players, all three share the unused role.
3. Print two sets of MOVE cards. Shuffle and deal four cards to each player.
4. Set a 12-minute timer. Use a starter as you work, then play that card to the middle.
5. Stop when the timer ends, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I added to or revised our shared digital draft.
- [ ] I helped connect a reader to useful information with a tested link.
- [ ] I considered how the guide displays for a reader.
- [ ] I gave a reason for keeping or changing a choice, or I identified an open question honestly.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

New Student Guide

Create a shared digital guide to one part of the school day that a new student might find confusing, using your own experiences.

TOPIC

Project Team Guide

Create a shared digital guide to dividing tasks and sharing files for a class project, using strategies you have tried.

TOPIC

Study Week Guide

Create a shared digital guide to planning a busy study week, using routines you know.

ROLE CARDS · one per player

ROLE

Draft Driver

Invite each player to add or revise something in the shared document.

ROLE

Link Tester

Check that each link opens the intended section or group-created resource.

ROLE

Layout Scout

Watch whether headings, bullets, or tables make the guide easy to scan on a small screen.

ROLE

Clarity Checker

Spot wording that a reader might misunderstand and ask the group to check it.

MOVE CARDS · deal 4 to each player

MOVE CARD

DRAFT TOGETHER

"Let's draft ____ together."

MOVE CARD

REVISE TEXT

"Let's revise ____ to ____ so readers can ____."

MOVE CARD

REVISE TEXT

"I'd keep or revise ____ because the draft shows ____."

MOVE CARD

LINK INFO

"Let's link ____ to ____ so readers can ____."

MOVE CARD

LINK INFO

"I tested the link from ____ to ____, and it ____."

MOVE CARD

DISPLAY CHOICE

"For a reader on a small screen, let's show ____ as ____."

MOVE CARD

EDIT WORDING

"Let's edit ____ to ____ so the meaning is clear."

MOVE CARD

SUMMARIZE DRAFT

"So far, the draft includes ____; our open questions, if any, are ____."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Run one 12-minute round, then assign a new topic and redeal if time permits. Check the shared document rather than counting played cards alone, and invite quieter students to make a specific edit or test a link without requiring them to use an inapplicable card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Let's draft a 'First week tips' section together.
Leo	Let's revise 'ask for help' to 'ask a teacher where to go before class starts' so readers can act on the tip.
Nia	Let's link our contents list to the 'First week tips' section so readers can jump to it.
Maya	For a reader on a small screen, let's show the tips as short bullets.
Leo	So far, the draft includes a clearer tip, a link, and short bullets; our open questions, if any, are none.

LISTEN FOR

- Students make specific changes in a shared digital draft, not just suggestions aloud.
- Students test links to relevant sections or group-created information.
- Students choose a layout based on how a reader will use the guide.
- Students summarize actual decisions and identify any unresolved questions without inventing disagreement.

There are no right answers to the topic cards. Score the moves students make, not their opinions.